



AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairman  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
John Krings, President

October 6, 2014

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 343.4-Course Options Program and Board Policy 343.4-RULE Procedures for Handling Course Applications Through Course Options Program
- IV. Updates
  - A. School and District Report Cards, 2013-14
  - B. ACT Results, 2013-14
  - C. Next Generation Technology Assessment, Spring of 2014
  - D. Renaissance Learning Guidelines
  - E. CII Parent Representatives
  - F. Charter School Reports – THINK Academy and Mead Elementary Charter School
  - G. Schools of Recognition
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



## BACKGROUND

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairman  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
John Krings, President

October 6, 2014

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 343.4-Course Options Program and Board Policy 343.4-RULE Procedures for Handling Course Applications Through Course Options Program

Course Options was created in Wisconsin statutes through a provision in the 2013-15 Wisconsin State Budget which repealed and recreated the Part-Time Open Enrollment statute. In the spring of 2014, Wis. Stats. Sec. 118.52 pertaining to Course Options was enacted into law. Under this statute, students enrolled in a Wisconsin public school district may apply to take up to two courses at a time at an educational institution other than their resident school, at no cost to the student. Participating students remain enrolled in their resident school district for the majority of their classes, and the resident school district is responsible for the cost of the course. Districts can require students to pay for any entrance exam and application fee expenses. The Course Options statute identifies educational institutions as: a nonresident public school district, charter schools, technical colleges, the University of Wisconsin System, tribal colleges, nonprofit institutions of higher education, and DPI approved nonprofit organizations. Interested students must apply to the educational institution in which the student wishes to take the course no later than six weeks before the start of the course. Late applications may be refused. The educational institution may deny a Course Options application for the following reasons:

- Space is not available in the course.
- The student does not meet the educational institution's criteria for being admitted to the course (e.g., grades, prerequisites, discipline).
- The student is not enrolled in a Wisconsin public school district.

The resident school district may deny a student's application if:

- The requested course does not conform to or support the student's academic and career plan, if any.
- The requested course does not satisfy a high school graduation requirement under Wis. Stats. Sec. 118.33.

The resident school district must deny a Course Options application if it is determined that the requested course conflicts with the student's Individualized Education Program (IEP).

Board Policy 343.4-Course Options Program and Board Policy 343.4-RULE Procedures for Handling Course Applications Through Course Options Program have been written to ensure Board policies are in compliance with the Course Options legislation. Attachments A and B set out the proposed policy and rule. As a result of the Course Options Program, a number of other WRPS Board policies related to topics such as part time open enrollment and transfer of credit are being reviewed. These related policies will be brought forward for Board consideration in the coming months.

Currently, Wisconsin Rapids Public Schools (WRPS) has one student taking two courses through the Course Options Program at Mid-State Technical College. Two students have applied to take courses during the spring semester. It is anticipated that a number of applications which might typically be processed through the Youth Options program will likely be processed under Course Options in the future.

The administration recommends approval of Board Policy 343.4-Course Options Program and Board Policy 343.4-RULE Procedures for Handling Course Applications Through Course Options Program for first reading.

#### IV. Updates

##### A. School and District Report Cards, 2013-14

In September, the results of the 2013-14 Wisconsin School and District Report Cards were released to the public. Attachment C sets out report card results for WRPS schools. Attachment C also shows school district results from the Wisconsin Valley Conference as well as Wood County. Attachment D sets out report card results and Free and Reduced Lunch percentages for Wisconsin Valley Schools and other area schools.

Report Card results are based on student achievement, student growth, closing the achievement gap, graduation rate, attendance rate, ACT participation and performance and test participation rate. WRPS exceeded the state score in each of these areas with the exception of student growth and ACT participation and performance. WRPS was rated as "exceeds expectations" and had the highest score in the Wisconsin Valley Conference and Wood County.

B. ACT Results, 2013-14

Wisconsin's average composite ACT score was 22.2, making Wisconsin the second in the nation on the ACT assessment. The students represent 73 percent of public and private high school graduates. During the 2014-15 school year, all Wisconsin public school juniors will take the ACT assessment.

Attachment E sets out the 2014 ACT report for WRPS. WRPS ranked slightly below Wisconsin's average with a composite score of 22.1.

C. Next Generation Technology Assessment, Spring of 2014

The state of Wisconsin requires that all 8<sup>th</sup> grade students demonstrate competency on the Wisconsin Information and Technology Standards. WRPS has assessed our students' competency by administering the Next Generation Technology Assessment to all 8<sup>th</sup> grade students in the spring for the past four school years. Below are the results of this assessment, along with more detailed results set out in Attachment F.

2011	39.95%	Proficient and Advanced
2012	65.29%	Proficient and Advanced
2013	84.32%	Proficient and Advanced
2014	76.23%	Proficient and Advanced

WRPS students have demonstrated profound improvements in the standards of research and information fluency and critical thinking and problem solving. Standards that continue to need improvement are in the areas of digital citizenship, and technology operations and concepts.

D. Renaissance Learning Guidelines

With the implementation of Response to Intervention (RtI) in the 2013-14 school year, the use of Renaissance Learning Products has expanded to more grade levels. In addition to their earlier use as teaching supplements, STAR Reading and STAR Math are being used as required screeners at many grade levels, and Accelerated Math is being used as a math intervention.

In an effort to ensure the Renaissance products that are being used as screeners and interventions are being administered with fidelity, as required by RtI, both the Math CII and Language Arts CII developed Guidelines for Renaissance Learning Products. These Guidelines are set out in Attachments G, H and I. These attachments will also become a part of the updated RtI Guidebook for WRPS.

E. Council for Instructional Improvement (CII) Parent Representatives

In addition to teachers and administrators, the CII has parent representatives who apply to become members of the committee. These parents serve three year rotating terms. This year, there were eight parents who requested applications to

serve on the CII. Applications must be turned in no later than Friday, October 2, 2014. At the WRPS School Board Meeting on Monday, October 13, two parents from the eight will be recommended to the Board for membership on the CII, to serve in 2014-15, 2015-16, and 2016-17.

F. Charter School Reports – THINK Academy and Mead Elementary Charter School

THINK Academy Principal Tina Wallner, and Mead Elementary Charter School Principal Margie Dorshorst will both be present to give an update on the status of their schools. Both principals will share accomplishments of the 2013-14 school year, as well as plans and goals for the 2014-15 school year.

G. Schools of Recognition

Howe Elementary School, Mead Elementary Charter School, and Grove Elementary School were identified as Schools of Recognition by the Wisconsin Department of Public Instruction (DPI). Each school was recognized because of their high free and reduced lunch rate in combination with their outstanding performance on School Report Card indicators.

Because Howe School has been a School of Recognition for over seven consecutive years, they were eligible to apply and receive the Spotlight School Grant for 2013-14 and 2014-15. Matt Renwick will be present at the November Educational Services meeting to update the committee on the status of Howe's Spotlight School Grant.

V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Spotlight School Grant-Howe School (November)
- New Course Proposals and Revisions-Discussion (November)
- Graduation Credit Changes-Discussion (November)
- Elementary and Secondary Education Act (ESEA) Title Update (November)
- Language Arts Curriculum Update (November)
- RtI Document Update (December)
- New Course Proposals and Revisions (December)
- Supplemental Pay for Professional Development (December)
- Graduation Credit Changes and Board Policy 345.5 Graduation Requirements (December)
- Health Curriculum Update (December)
- Business-Education Partnership/STEM Update (December)
- Strategic Plan Update (January)

## **343.4 COURSE OPTIONS PROGRAM**

### **Resident Students Attending Individual Courses in Other Educational Institutions**

Any student enrolled full-time in a public school in the District may apply to take a course(s) in another educational institution under the “Course Options” program in accordance with state law. A student may attend no more than two courses at the same time in another educational institution under this program.

The District shall deny a resident student’s application to attend a course(s) in another educational institution under the “Course Options” program if:

1. The student’s application was not submitted in the manner and within the time limits established by state law;
2. The course conflicts with the student’s individualized education program (IEP);
3. The course does not conform to or support the student’s formal academic and career plan, if the student has developed any such plan; or
4. The course does not satisfy a high school graduation requirement.

Course Options application forms should be submitted to the Course Options Coordinator located at the District office who will, in turn, involve any other relevant personnel to process the application. A decision concerning the acceptance or denial of an application will be made in collaboration with the Building Principal after consideration of the application.

Excluding any personal use items, if any books or other necessary materials are required for the course but not provided by the educational institution that is offering the course, the District will pay in accordance with the requirements set out in State Statutes. Books, materials, and equipment purchased by the school district must be returned to the District upon completion of the course unless other arrangements are made. If a student intends to keep the books, materials or equipment, or loses, damages, or destroys them, the District’s policy on return of books and equipment applies, and students will be responsible to pay for any books, materials and equipment paid for by the District.

To the extent required by any state law or by the Department of Public Instruction (DPI) regulation or DPI procedure, the District shall process the “Course Options” application of any nonresident student whose primary school enrollment and attendance is within the public schools of the District as though the student were a resident student seeking to take a course outside the District. In other words, in any situation where the District is required to fulfill the requirements of a resident school district under the “Course Options” program, the District shall do so.

### **Entrance Requirements for Students Applying to Attend Educational Institution**

Students are responsible to meet any entrance and prerequisite requirements for the institution to which they are applying to attend under Course Options. This includes the scheduling and payment for any necessary placement testing and/or transcripts.

### **Dropping/Withdrawing from Course Options Courses**

Students who applied and have indicated their intent to participate in a Course Options course are expected to attend and adhere to all requirements of the course. If a student withdraws from the course during the first seven (7) instructional days of the term at the school they enrolled in through Course Options, the student will receive a “W” on his/her high school transcript. After day seven (7) of the term at the school in which the student enrolls through Course Options, a student who drops the course will receive a grade of “F” on his/her high school transcript unless there are extenuating circumstances determined by the administration.

After the first seven (7) days of the Lincoln High School trimester, a student who withdraws/drops out of a Course Options course will return to Lincoln and be placed in a study hall. The student will not be able to add a class at Lincoln High School or earn high school credit for the time they would have been in the Course Options course.

### **Transfer of Credit**

Students may transfer in a maximum equivalent of 3.0 Lincoln High School credits. Each 1.0 credit that is earned at an institution of higher education will be counted and transfer in as .25 of high school credit.

Credits earned at a recognized and accredited public or private high school may be accepted as recorded by said school. Religion courses are not accepted.

In order to receive credit for the coursework, it is the student’s responsibility to provide an official transcript from the educational institution they attended under Course Options. The transcript is to be received by the high school within two weeks of course completion, or a grade of “F” will be posted on the student’s high school transcript, and no credit will transfer in.

### **Nonresident Students Attending Individual Courses in the District**

Nonresident public school students residing within the State of Wisconsin may apply to take a course(s) in the District under the “Course Options” program in accordance with state law and established procedures. Students may attend no more than two courses at the same time in the District and/or in any other educational institution under the “Course Options” program. The District will deny any application that is not submitted in the manner and within the time limits established under state law and applicable District procedures.

Course Options application forms from nonresident students should be directed to the Course Options Coordinator located at the District office. The Building Principal of the school at which a student has applied to take a course will be involved in reviewing any Course Options applications which pertain to their school. A determination to accept or deny the application will be made in accordance with the same criteria used for making course-related eligibility decisions for students who are District residents (e.g., space availability in the course, meeting course prerequisites, academic requirements, conduct-related requirements, etc.). Preference shall, however, be given for attendance in a course to any otherwise-eligible student whose primary school enrollment and attendance is within the public schools of the District, then to applicants under the Course Options program, and then to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy. If the District receives more student applications to

attend a course than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.

A nonresident student shall not be permitted to take a course under this policy during the term of his/her expulsion from the District or from another school to the same extent that the District would deny the student's request, if he/she were a resident of the District, to enroll and take courses as a full-time student during the term of his/her expulsion. Other conduct-related criteria that the District would apply to determine the course eligibility of a resident student shall also be applied to nonresident student applications.

The District shall provide equal opportunities for students with disabilities to attend courses in the District under the "Course Options" program. However, if a question arises as to possible course accommodations or modifications for a student with a disability, or as to the District's ability to implement the student's IEP, the District shall contact the student's parent or guardian and involve representatives of the school(s) responsible for the IEP to the extent necessary and appropriate.

Nonresident students attending courses in the District will have all of the rights and privileges of similarly-situated resident students and will be subject to the same policies and rules as similarly-situated resident students, except that the District shall not charge to or receive from the student any payment other than the payment that the student's resident school district makes to the District pursuant to state law.

**Provisions Applicable to All Students Seeking to Attend Courses Under This Policy**

Transportation to and from any course(s) taken under this policy shall be the sole responsibility of the student's parent or guardian, unless state or federal law otherwise requires the student's resident school district or the educational institution that is offering the course to provide transportation.

Following the District's initial acceptance of any course application(s) under this policy, the parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.

LEGAL REF.: Wisconsin State Statutes Sections  
118.13, 118.145(4), 118.52, 118.53, 118.55

CROSS REF.: Board Policy \_\_\_\_\_

APPROVED: TBD



## **343.4 RULE PROCEDURES FOR HANDLING COURSE APPLICATIONS THROUGH COURSE OPTIONS PROGRAM**

### **A. Definitions**

For purposes of these procedures implementing the “Course Options” program within the District, the following definitions apply:

1. **District** means the Wisconsin Rapids School District.
2. **Educational Institution** includes a public school in a nonresident school district, the University of Wisconsin System, a technical college, a nonprofit institution of higher education, a tribal college, a charter school, and any nonprofit organization that has been approved by the Wisconsin Department of Public Instruction (DPI).
3. **Resident School District** means the school district in which the student who is taking a course or making a course application resides for purposes of determining school attendance.
4. **District Student** means a student whose primary school enrollment and attendance is within the public schools of the District (including, for example, all full-time students of the District and all students who are attending school in the District under full-time open enrollment).
5. **Resident Student** means a public school student for whom the District is required to fulfill the requirements of the resident school district under the “Course Options” program when the student is seeking to take a course outside the District.
6. **Nonresident Student** means a public school student who does not reside in the District and who is permitted by law to apply to take a course in the District under the “Course Options” program.

### **B. Resident Student Applications to Take Courses Outside the District**

1. Students who are seeking to take a course outside of the District under the “Course Options” program shall use the DPI-approved application form and shall initially submit the application form to the educational institution that is offering the course in the time period required by the institution. The educational institution offering the course is responsible for forwarding a copy of the application to the District central office, but the District recommends that the applicant contact the District to confirm that the District has, in fact, received a copy of the application.
2. Upon receipt of a copy of a resident student’s application to attend a course(s) in another educational institution under the “Course Options” law, the Course Options Coordinator shall forward the application to the Building Principal for review and action. For students with disabilities who have an Individualized Educational Plan (IEP), a staff person with sufficient knowledge of the requirements of the student’s IEP shall be involved in processing the course application(s).
3. All applications received shall be reviewed using the criteria outlined in Board policy.
  - a. If the student’s application was not submitted in the manner and within the time limits established by state law, it shall be denied.

- b. If the course application is from a student with a disability who has an IEP, the application shall be reviewed with the IEP to determine whether the student's attendance in the course would result in a denial of a free appropriate public education (FAPE) as defined with reference to the IEP, or otherwise conflict with the goals, placement, or other material provisions within the IEP. The course application shall be denied if it conflicts with the student's IEP.
  - c. If the course does not conform to or support the student's formal academic and career plan, if the student has developed any such plan, the course application shall be denied.
  - d. If the course does not satisfy a high school graduation requirement, the course application shall be denied.
4. If the application is denied, the applicant's parent or guardian and the educational institution to which the application was made shall be notified, in writing, that the application has been denied. This notification shall be made no later than one week prior to the date the course is scheduled to commence and shall include the reason(s) for the denial and notify the parent or guardian of the applicant's right to appeal the denial to the DPI.
  5. If the District notifies the applicant that his/her application has been accepted, then the applicant's parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the "Course Options" program. Parents/students will acknowledge (by signature) their understanding of the Course Options process and any potential effects on the student's educational outcome as a result of participating in the Course Options program.

### **C. Nonresident Student Applications to Take Courses in the District**

1. The parent or guardian of a nonresident student who wishes to take a course(s) in a public school in the District shall submit the DPI-approved application form to the District. The application shall specify the course that the student wishes to take and may specify the school(s) at which the student wishes to take the course. The District will deny the application if it is submitted less than six weeks prior to the date the course is scheduled to commence.
2. The District shall promptly send a copy of the application to the student's resident school district, along with a request that the resident school district immediately send the District a copy of the student's relevant education records, including applicable disciplinary records.
3. Upon receipt of the application, it will also be forwarded internally to the Building Principal, who will be responsible for reviewing and acting on the course application. All applications shall be reviewed and acted upon using the criteria outlined in Board policy. If the District receives more registration/applications for a course from students who are otherwise eligible to attend the course than there are spaces available, the District shall give preference in attending the course to students in the following priority order:

**First Priority:** District students, who shall be approved to attend the course on a rolling basis pursuant to the District's regular course registration procedures.

**Second Priority:** Nonresident public school students who have applied to attend courses at the District under the Course Options program shall have their application reviewed next. If there are more applications than spaces available, the determination of who will be approved shall be made on a random basis. The random process will be conducted by numbering each eligible application and placing the application numbers in a container, and conducting a blind drawing. The random selection process shall be conducted in the presence of at least two staff members.

If there is still space in the course for additional students, consideration will then be given to students who, although not District students, are residents of the District and are otherwise entitled to apply to take the course under state law or under any applicable Board policy, including resident private school students and District residents attending home-based private education programs who apply to attend the course under any part-time public school attendance option established by state law, and provided that the District has received the student's application or registration request at least six weeks prior to the date the course is scheduled to begin. If there are more applications than spaces available, the determination of who will be approved shall be made on a random basis. The random process will be conducted by numbering each eligible application and placing the application numbers in a container, and conducting a blind drawing. The random selection process shall be conducted in the presence of at least two staff members.

4. Not earlier than the District processes each group of applications as identified above, and no later than one week prior to the date the course is scheduled to commence, the District shall notify the applicant and any relevant resident school board, in writing, of whether the application has been accepted or denied. If accepted, the acceptance shall identify the school at which the student may attend the course. The acceptance applies only for the following semester, school year, or other session in which the course is offered. If the application is denied, the notice shall include the reason for the denial. If it is a Course Options application being denied, notification will also be provided of an applicant's right to appeal the denial to the DPI.
5. If the District notifies the applicant that his/her application has been accepted, then the applicant's parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the "Course Options" program.

#### **D. Appeals of Course Denial Decisions**

The parent or guardian of any student whose Course Options application was denied by the District may appeal the decision to the DPI within 30 days of notification of denial from the District.

LEGAL REF.: Wisconsin State Statutes Sections  
118.13, 118.145(4), 118.52, 118.53, 118.55

CROSS REF.: Board Policy \_\_\_\_\_

APPROVED: TBD

**Wisconsin Rapids Public Schools  
District Report Card  
2013-14 –Summary**

SCHOOL	SCORE: 2011-12	SCORE: 2012-13	SCORE: 2013-2014	RATING 2013-2014
Woodside	75.7	76.2	80.4	Exceeds Expectations
THINK Academy	84.4	85.1	80.2	Exceeds Expectations
Washington	70.1	77.4	80.2	Exceeds Expectations
Grant	74.8	73.8	78	Exceeds Expectations
Grove	72.2	71.5	75.4	Exceeds Expectations
Lincoln	75.1	70.8	74	Exceeds Expectations
VCA	68.5	76.9	72.8	Meets Expectations
Howe	73.3	70.6	72.5	Meets Expectations
Mead	69.4	74.4	71	Meets Expectations
East	69.3	70.3	70.8	Meets Expectations
WRAMS	64.1	70.2	69.3	Meets Expectations
RCHS				Satisfactory Progress
District	N/A	72.6	74.2	Exceeds Expectations

<b>Valley Conference Schools</b>	
<b>WRPS</b>	<b>74.2</b>
Marshfield	73.6
DC Everest	72.1
Stevens Point	71.9
Wausau	71.6
Merrill	71.2
Port Edwards	69.9
Nekoosa	64.9

<b>Wood County Schools</b>	
<b>WRPS</b>	<b>74.2</b>
Marshfield	73.6
Auburndale	70.4
Port Edwards	69.9
Pittsville	69
Nekoosa	64.9

<b>KEY</b>	
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Wisconsin Valley Conference and Other Area Schools  
2013-2014

Rating	Elementary Schools	Score	Free and Reduced %
Significantly Exceeds Expectations 83-100	Maple Grove School, Merrill	82.1	42.3
	Nasonville Elementary, Marshfield	81.8	29.1
	<b>Woodside Elementary, WR</b>	<b>80.4</b>	<b>38</b>
	South Mountain Elementary, Wausau	80.4	17.3
	<b>THINK Academy, WR</b>	<b>80.2</b>	<b>33.3</b>
	<b>Washington Elementary, WR</b>	<b>80.2</b>	<b>43.7</b>
	Rib Mountain Elementary, Wausau	78.8	29.8
	Hewitt-Texas Elementary, Wausau	78.2	24.6
	<b>Grant Elementary, WR</b>	<b>78</b>	<b>31.2</b>
	Kennedy Elementary, St. Point	77.2	45.8
Exceeds Expectations 73-82.9	Rothschild Elementary, DC Everest	76.7	43.7
	Stettin Elementary, Wausau	76.6	28.5
	Washington Elementary, Marshfield	76.5	28.9
	Maine Elementary, Wausau	76.1	25.4
	Riverview Elementary, Wausau	76	47.9
	McDill Elementary, St. Point	76	32.8
	John Marshall Elementary, Wausau	75.5	53
	Madison Elementary, St. Point	75.4	52.3
	<b>Grove Elementary, WR</b>	<b>75.4</b>	<b>65.3</b>
	Lincoln Elementary, Marshfield	75.2	52.2
	Franklin Elementary, Wausau	75.1	59.4
	Riverside Elementary, DC Everest	75.1	24.1
	Grant Elementary, Marshfield	75	33.7
	Jefferson Elementary, St. Point	74.9	58.6
	Bannach Elementary, St. Point	74.9	23.3
Jefferson Elementary, Merrill	73.3	52.3	

Wisconsin Valley Conference and Other Area Schools  
2013-2014

Rating	Elementary Schools	Score	Free and Reduced %
Meets Expectations 63-72.9	Hawthorn Hill Elementary, Wausau	72.9	71.2
	<b>VCA, WR</b>	<b>72.8</b>	<b>30.1</b>
	Hatley Elementary, DC Everest	72.8	33.3
	Kate Goodrich Elementary, Merrill	72.8	57.2
	<b>Howe Elementary, WR</b>	<b>72.5</b>	<b>65.1</b>
	Lincoln Elementary, Wausau	72.4	76.4
	Mountain Bay Elementary, DC Everest	72.3	36.2
	Plover-Whiting, St. Point	71.7	37.6
	Washington Elementary, Merrill	71.5	51
	G.D. Jones Elementary, Wausau	71.3	75.2
	Port Edwards Elementary, Port Edwards	71.3	50.3
	<b>Mead Elementary Charter, WR</b>	<b>71</b>	<b>79.8</b>
	Madison Elementary, Marshfield	70.9	46.6
	Thomas Jefferson Elementary, Wausau	70.8	78.5
	Roosevelt IDEA, St. Point	70.7	42.6
	McKinley Center, St. Point	69.4	54.4
	Pittsville Elementary, Pittsville	69.3	34
	Auburndale Elementary, Auburndale	69	42.1
	Weston Elementary, DC Everest	68.9	59.8
Grant Elementary, Wausau	68.7	64.5	
Evergreen Elementary, DC Everest	68.5	29	
Washington Elementary, St. Point	66.8	35.4	
Humke Elementary, Nekoosa	65.8	45.1	
Meets Few Expectations 53-62.9			
Fails to Meet Expectations 52.9 and Lower			

Wisconsin Valley Conference and Other Area Schools  
2013-2014

Rating	Junior/Middle High Schools	Score	Free and Reduced %
Significantly Exceeds Expectations 83-100			
Exceeds Expectations 73-82.9	P. J. Jacobs Junior High School, St. Point	73.2	35.6
	DC Everest Middle School, DC Everest Area	72.4	35
	Horace Mann Middle School, Wausau	72.3	47
	Ben Franklin Junior High School, St. Point	71	36.2
	John Edwards Middle School, Port Edwards	70.9	56.2
	<b>East Junior High School, WR</b>	<b>70.8</b>	<b>44.2</b>
	Marshfield Middle School, Marshfield	70.8	32.6
	Prairie River Middle School, Merrill	70.6	48.2
	DC Everest Junior High School, DC Everest Area	70	33.9
	<b>WRAMS, WR</b>	<b>69.3</b>	<b>47.5</b>
	John Muir Middle School, Wausau	69.2	48.4
	Alexander Middle School, Nekoosa	64.9	45
Meets Few Expectations 53-62.9			
Fails to Meet Expectations 52.9 and Lower			

Wisconsin Valley Conference and Other Area Schools  
2013-2014

Rating	High Schools	Score	Free and Reduced %
Significantly Exceeds Expectations 83-100	DC Everest High School, DC Everest Area	77.7	30
	Merrill High School, Merrill	76.7	37.2
	SPASH, St. Point	76.6	30.4
	Marshfield High School, Marshfield	75.9	26.5
	East High School, Wausau	75.5	42
	Auburndale High School, Auburndale	74.6	36.5
	<b>Lincoln High School, WR</b>	<b>74</b>	<b>39.4</b>
	West High School, Wausau	73.3	40.4
	Pittsville High School, Pittsville	73.3	28.4
	John Edwards High School, Port Edwards	69.5	35.9
Nekoosa High School, Nekoosa	64	33.8	
Meets Expectations 63-72.9			
Meets Few Expectations 53-62.9			
Fails to Meet Expectations 52.9 and Lower			



College Readiness Letter for:  
WISCONSIN RAPIDS SCHOOL DIST

August 20, 2014  
Code: 507882

SUPERINTENDENT  
WISCONSIN RAPIDS SCHOOL DIST  
510 PEACH ST  
WISC RAPIDS, WI 54494



885920374



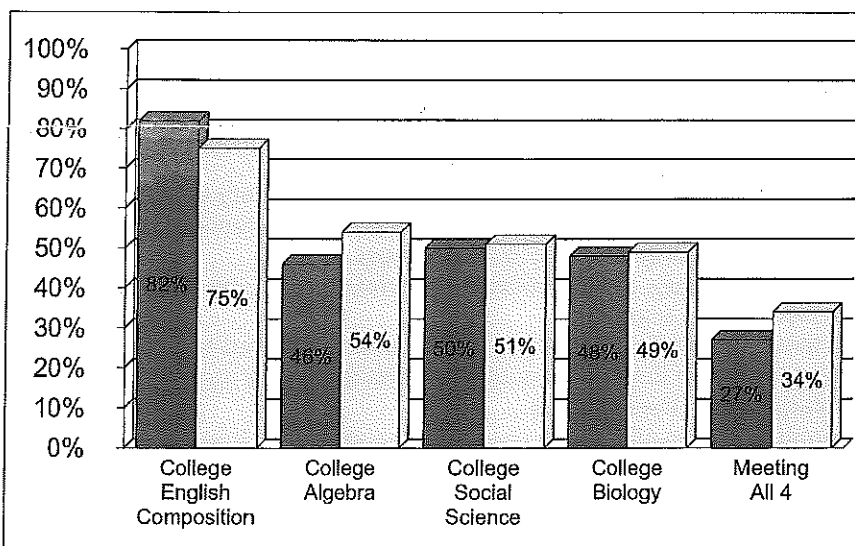
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2010	238	47,755	22.2	21.5	22.0	22.0	22.7	22.3	22.8	22.2	22.6	22.1
2011	312	47,693	21.5	21.6	21.7	22.1	22.0	22.2	22.4	22.3	22.1	22.2
2012	246	47,588	20.9	21.5	21.5	22.0	21.6	22.1	21.8	22.1	21.6	22.1
2013	261	46,574	21.6	21.5	21.7	22.0	22.8	22.3	22.3	22.2	22.2	22.1
2014	222	46,870	21.7	21.6	21.3	22.0	22.7	22.4	22.3	22.3	22.1	22.2

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



**Are Your Students Ready for College?**

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

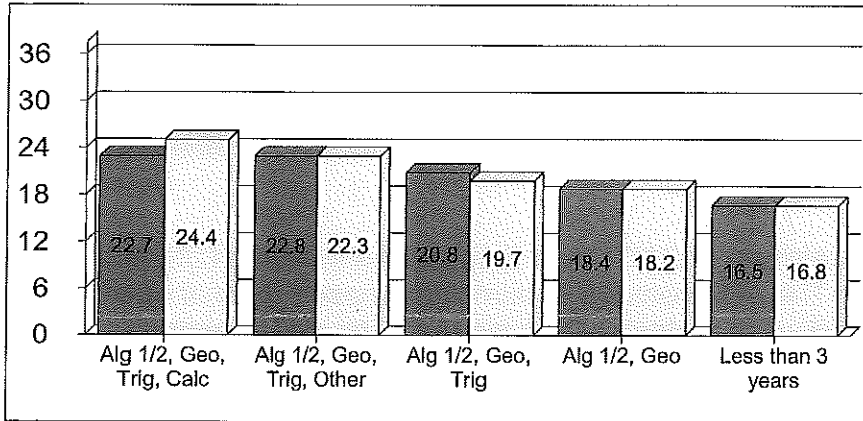
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

## College Readiness Letter for: WISCONSIN RAPIDS SCHOOL DIST

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

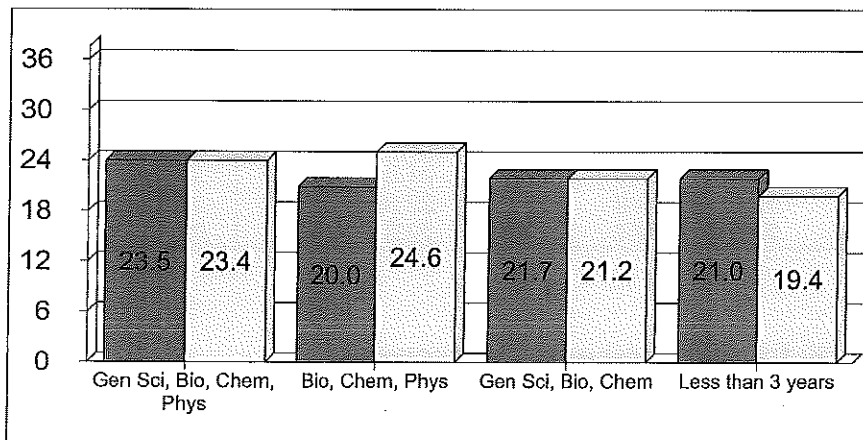
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



### Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



### Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

#### College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or [customerservices@act.org](mailto:customerservices@act.org).

**NEXT GENERATION ASSESSMENTS**  
2011-2014 Comparison

NGA Standard	2011					2012					2013					2014				
	n	Min	Basic	Prof	Adv	n	Min	Basic	Prof	Adv	n	Min	Basic	Prof	Adv	n	Min	Basic	Prof	Adv
Creativity & Innovation	363	50.69%	25.62%	20.11%	3.58%	363	21.21%	21.21%	33.06%	24.52%	287	8.36%	24.74%	42.51%	24.39%	324	12.65%	33.03%	36.11%	18.21%
Communication & Collaboration	363	23.69%	20.39%	29.75%	26.17%	361	13.02%	17.45%	29.36%	40.17%	287	3.83%	10.80%	34.50%	50.87%	324	6.79%	13.89%	35.80%	43.52%
Research & Information Fluency	363	22.59%	12.95%	39.95%	24.52%	361	11.63%	6.65%	49.86%	31.86%	287	4.18%	7.32%	49.83%	38.68%	322	4.97%	9.63%	46.89%	38.51%
Critical Thinking, Problem Solving & Decision Making	360	27.22%	21.11%	33.06%	18.61%	356	15.73%	22.19%	32.58%	29.49%	286	8.74%	14.69%	39.86%	36.71%	322	13.67%	18.01%	33.23%	35.09%
Digital Citizenship	360	50.00%	24.17%	18.89%	6.94%	355	31.55%	30.99%	32.68%	4.79%	286	15.39%	37.41%	40.21%	6.99%	322	21.43%	31.37%	38.20%	9.01%
Technology Operations & Concepts	358	41.62%	17.88%	33.52%	6.98%	355	16.90%	20.56%	52.96%	9.58%	286	7.34%	12.59%	60.14%	19.93%	322	9.32%	16.77%	59.01%	14.91%
<b>Overall</b>	363	28.93%	31.13%	36.64%	3.31%	363	11.30%	23.42%	56.75%	8.54%	287	3.48%	12.20%	70.38%	13.94%	324	4.94%	18.83%	63.58%	12.65%

## **2014 WRPS Elementary Literacy Guidelines for Renaissance Learning Products**

### **PURPOSE**

Renaissance Learning literacy products complement our curriculum, enabling students to apply reading skills and strategies, drawing students into a world in which people learn from and enjoy books. To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Reading (STAR) Enterprise** is the software package that includes the test that WRPS uses as a Reading screener. It also assists teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

**Accelerated Reader (AR)** provides guided independent reading practice to support and enhance a comprehensive reading program. Feedback is immediately generated for students and teachers when a quiz is completed. Whole group/individual data is immediately available to teachers to guide instruction.

- Reading Practice Quizzes-check basic comprehension
- Vocabulary Practice Quizzes-reinforce key vocabulary words in books students choose for independent reading
- Literacy Skills Quizzes-reflect student proficiency on higher level reading and critical thinking skills
- Trophies/Books for all Learners Quizzes- check comprehension of Trophies instructional materials

Research studies and additional information regarding Accelerated Reader and STAR Reading Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

### **STAR Reading Procedures**

STAR Reading testing will be conducted with fidelity 3 times a year within the given window to screen elementary students in grades 3-5.

- Teachers will guide students through the pre-test instructions. This can be done the day prior to the test.
- Students will progress through the test at their own pace. For scheduling purposes, it is recommended to allow 45 minutes to complete the test.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password. The current password can be obtained from the lead reading interventionist.
- Suggested best practice is to have two adults in the testing area to ensure fidelity.
- In summary: Plan, Prepare, Monitor, Analyze, Motivate

*STAR Reading may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-1 teachers contact the lead reading interventionist if assistance is needed to complete the referral.*

## USING STAR READING REPORTS

STAR offers a variety of reports to help guide instruction. Here are three starting points.

**Screening Report:** Graphs students' placement above/below benchmarks based on STAR scores.



### Screening Report School Benchmark

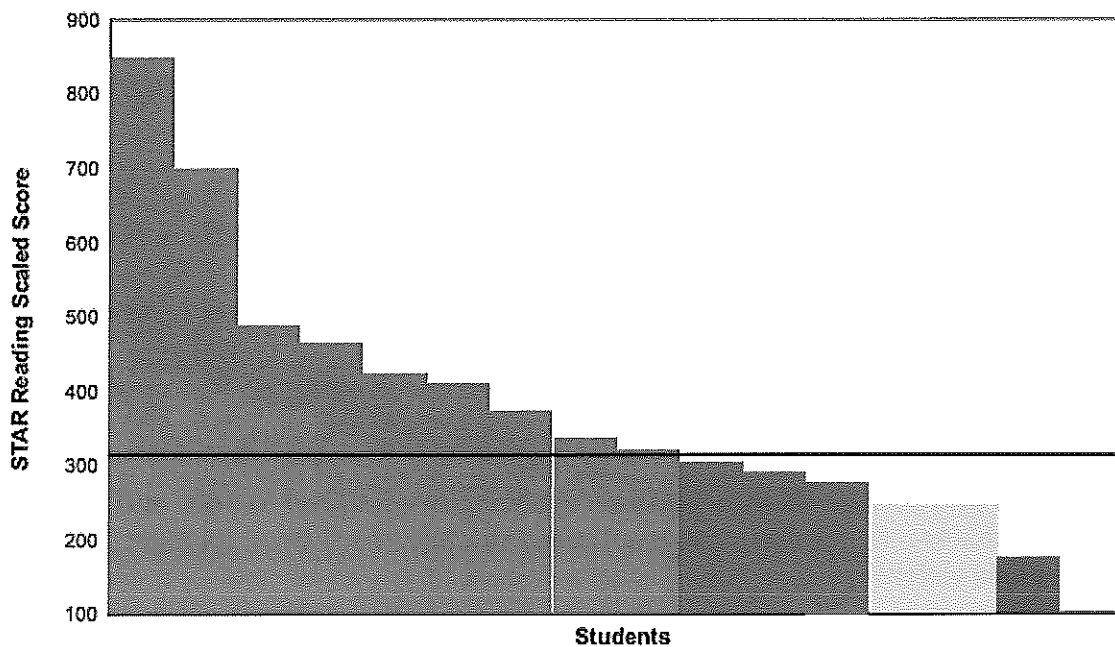
2 of 3

Printed Thursday, March 6, 2014 10:43:28 AM

School: Washington Elementary

Reporting Period: 9/9/2013 - 9/26/2013  
(Fall)

**Grade: 3**



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 314 SS	At/Above 40 PR	9	60%
Category Total			9	60%
<b>Below Benchmark</b>				
■ On Watch	Below 314 SS	Below 40 PR	3	20%
■ Intervention	Below 260 SS	Below 25 PR	2	13%
■ Urgent Intervention	Below 188 SS	Below 10 PR	1	7%
Category Total			6	40%
<b>Students Tested</b>			15	

**Instructional Planning Report:** Provides list of recommended skills for individualized instruction based on most recent assessment.



## Instructional Planning Report for Juan Santos

1 of 4

Printed Monday, September 10, 2012 4:15:12 PM

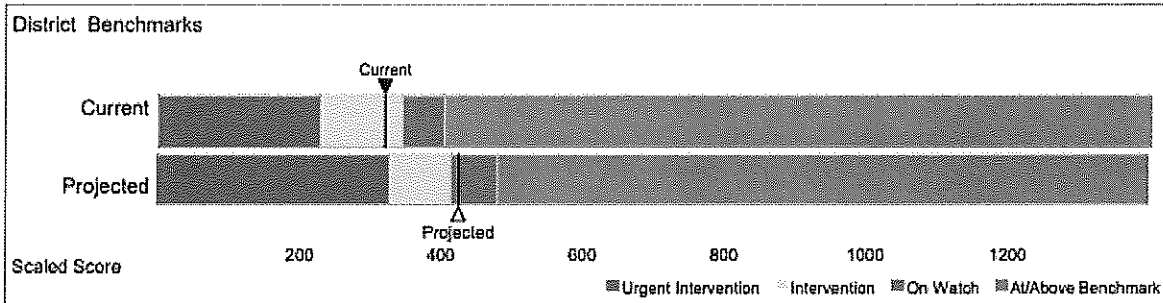
School: Oakwood  
Class: Mrs. Fox's Class

Teacher: Mrs. S. Fox  
Grade: 4

### STAR Reading Test Results

Current SS (Scaled Score): 318	Test Date: 9/10/2013
IRL: 2.6	ZPD: 2.4-3.4
Projected SS for 06/16/14: 424	Based on research, 50% of students at this student's level will achieve this much growth.

### Juan's Current Performance



### Suggested Skills

Juan's recent STAR Reading scaled score(s) suggests these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	<p><b>Fluency</b> This score suggests Juan should work on the following to increase fluency and comprehension of texts at Juan's reading level.</p> <ul style="list-style-type: none"> <li>4 » Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem) and comprehend on-level texts demonstrated in a variety of ways (e.g., writing in a reading response journal, writing an answer to the question, discussing/writing about the solution)</li> <li>4 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks</li> <li>4 » Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression with regard to pauses, pitch, and stress)</li> <li>4 » Confirm or correct understanding of text by using word-attack skills and syntax (i.e., part of speech, position of the word within the sentence) and by using an increasing variety of repair strategies (e.g., slowing reading pace, rereading, and reading on)</li> </ul>
	<p><b>Phonics and Word Recognition</b> This score suggests Juan should continue to work on decoding and comprehension skills when reading text at Juan's reading level. There are no suggested skills in this domain.</p>

**SGP: A Student Growth Percentile** compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.



**Growth Report**

Printed Tuesday, January 15, 2013 10:15:21 AM

School: Oakwood Elementary School

SGP Fall window: 8/1/2012 – 9/30/2012  
SGP Winter window: 12/1/2012 – 1/31/2013

Report Options  
Reporting Parameter Group: All Demographic  
Group By: Class  
Sort By: Last Name

Run this report for a class or small group.

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	Test date	SGP* Fall-Win	SS	GE	PR	NCE	IRL	Est. ORF <sup>3</sup>
Anderson, Marcus	Mrs. Fox's Class	Mrs. S. Fox	4	08/11/2012		463	4.1	55	52.6	3.8	107
				01/14/2013		556	5.2	67	59.3	4.6	128
				Change	77	+93	+1.1	+12	+6.7	+0.8	+21
Aschenbrenner, Chris	Mrs. Fox's Class	Mrs. S. Fox	4	08/12/2012		281	2.4			2.2	65
				01/14/2013		340	2.7			2.9	78
				Change	49	+59	+0.3		0.7	+13	
Beß, Timothy	Mrs. Fox's Class	Mrs. S. Fox	4	08/12/2012 <sup>d</sup>		378				3.1	88
				01/15/2013		444				3.7	102
				Change	55	+66			0.6	+14	
Böttig, Brandon	Mrs. Fox's Class	Mrs. S. Fox	4	08/11/2012		353	2.9			2.9	81
				01/14/2013		415	3.6			3.5	96
				Change	53	+62	+0.7	+7	+4.2	+0.6	+15

Following students' winter screening, use the Fall-Winter SGP to help make classroom decisions during the school year.

## Parents

**STAR Parent Report** – This report may be shared with parents as determined by building procedures.



## Parent Report for [REDACTED]

Printed Thursday, March 6, 2014 10:49:35 AM

School: [REDACTED]  
Teacher: [REDACTED]  
Class: [REDACTED]

Test Date: January 9, 2014 11:02 AM

Dear Parent or Guardian of [REDACTED]

Dylan has taken a STAR Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average 50	Above Average	IRL	ZPD
12	7-17	◆	[REDACTED]		2.5	2.4-3.4

### National Norm Scores:

#### Percentile Rank (PR): 12

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 12, Dylan reads at a level greater than 12% of other students nationally in the same grade. This score is below-average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 7 and 17.

#### Instructional Reading Level (IRL): 2.5

The Instructional Reading Level (IRL) is the grade level at which Dylan is at least 80% proficient at recognizing words and comprehending reading material. Dylan achieved an IRL score of 2.5. This means that he is at least 80% proficient at reading second grade words and books.

#### Zone of Proximal Development (ZPD): 2.4 - 3.4

The Zone of Proximal Development (ZPD) is the reading level range from which Dylan should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these STAR Reading test scores to help Dylan further develop his reading skills through the selection of books for reading practice at school. Dylan should also listen to books read aloud, increase time spent on silent reading, and learn how to select books for independent reading practice at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.



## **Accelerated Reader Procedures**

**Accelerated Reader (AR)** provides guided independent reading practice for students in \*grades 2-5 to support and enhance a comprehensive reading program. *AR is a tool to support student learning. The purpose will vary depending on student need. Use caution when generalizing expectations for a classroom. This includes book selection, use of points and goal setting.*

### **Maximize the Benefits of AR**

**Book Selection:** Students select books for many purposes. A student's background knowledge, interest level and suggested ZPD are all factors to be considered when selecting a book. Research confirms the value of having students read within an individualized zone; it also shows that students can make gains by reading a wide range of books at varying levels of difficulty. This tells us that students can be given a fair amount of freedom to follow their interests. It is okay and sometimes necessary for students to read outside their ZPD. Do not overly restrict student book choice.

**Book Selection and the School Library:** The purpose of the school library is to provide students open access to reading materials, to inspire a passion for knowledge and a love of reading. The library is a place where students need to explore their interests without restrictions placed on types of genres or levels of difficulty. Student book selections should be made for learning, personal growth, and enjoyment for life-long learning. Book selection is a skill that needs to be taught and retaught for student success.

**Use of Points(Optional):** Points are a measure of how much reading practice a student has successfully completed using AR. Points indicate the level of comprehension a student demonstrates after reading a book. Quality of reading material and comprehension take precedence over points accumulated. Students may set personal goals, with the main focus being comprehension. Do not emphasize points over comprehension.

**Quiz Taking:** Students may take a quiz after reading a book. Ideally, the quiz will be taken shortly after reading the book. This practice will assess comprehension, not memory. A TOPS report is generated at the completion of each quiz, and provides immediate feedback to the student. To serve as a communication tool between school and home, the TOPS report may be accessed via Home Connect and/or printed at school.



## Reading Practice TOPS Report for Matthew Bosley

Printed Friday, December 3, 2010 1:22:19 PM

School: Oakwood Elementary School  
Class: Grade 4 (Adams)

Te:

AR Best Practices recommend using the TOPS Report to communicate goals, identify problems, and celebrate success with students and parents.

What I Read	How I Did
Allosaurus (Dinosaurs) by Michael P. Goecke  ATOS BL <sup>®</sup> : 2.7  Quiz Number: 55459      F/NF: Nonfiction Quiz Date: 12/3/2010 1:01 PM      Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently	Correct: 5 of 5 ●●●●● Terrific, Matthew!  Points Earned: 0.5 of 0.5  Percent Correct: 100%

Printed after each quiz, the TOPS Report gives Matthew immediate, personalized feedback on this quiz.

<b>My Progress in 2nd Quarter</b> 11/04/2010 - 12/03/2010 (45% Complete)
---

**Teacher Role:** The teacher plays a critical role in the use of AR. Accelerated Reader supports student learning by facilitating differentiated practice and providing a stream of data for evaluating instruction, identifying student needs, and intervening quickly.

Teacher judgement must be used to determine if a quiz is to be administered as a formative or summative assessment. A student may go back into the text and/or use notes if the purpose is for the student to practice and apply a strategy. A student may take a quiz independently (without the text and/or notes) to measure overall comprehension of text.

The practice of retaking an AR quiz is discouraged. Poor quiz performance may prompt teacher follow up with the student. When extenuating circumstances warrant a retake, please contact software support.

Whole group/individual data is immediately available for teachers to guide instruction.

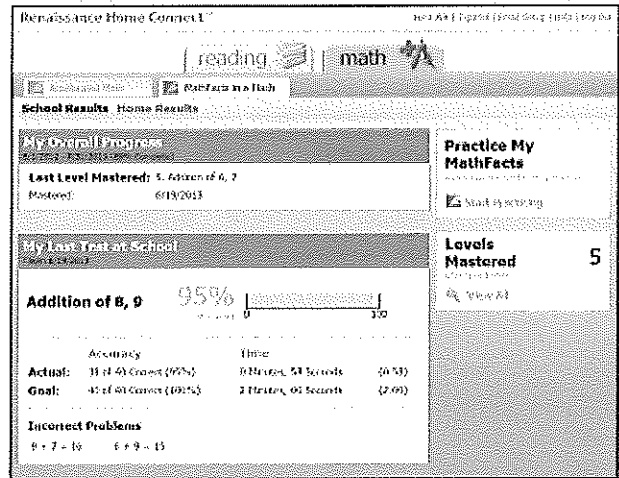
- Reading Practice Quizzes-check basic comprehension
- Vocabulary Practice Quizzes-reinforce key vocabulary words in books students choose for independent reading
- Literacy Skills Quizzes-reflect student proficiency on higher level reading and critical thinking skills. Literacy skills quizzes are available for all students; however, high-level readers are especially encouraged to take advantage of them.
- Trophies/Books for all Learners Quizzes- Check comprehension of Trophies instructional materials

*\*Accelerated Reader (AR) may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-1 teachers contact the lead reading interventionist if assistance is needed to complete the referral.*

**Home Connect** allows students and their families to view the student's daily progress, review books that have been read, and find new books to read. Parents have the option to receive email notification when their child has completed an AR quiz.

A parent information letter will be sent home with students in the fall. To reprint the Home Connect letter, log in to Renaissance Place. Click on the Home Connect tab. Click on Reports and select either a classroom set or an individual report.

A video on how to reprint the Home Connect letter that includes individual student login information can be found on the district shared folder/Renaissance Learning.



**Additional Help**

If you need help with any of these products, **please contact your Lead Reading Interventionist** or computer cadre. Interventionists should contact the Elementary Literacy Supervisor or Instructional Software Support for technical assistance.

**Elementary Literacy Supervisor**

Jennifer Wilhorn                      jennifer.wilhorn@wrps.net              715-424-6700 x1090

**WRPS Instructional Software Support**

Jean Westover                      jean.westover@wrps.net              715-424-6700 x1037

## 2014-2015 WRPS Elementary Math Guidelines for Renaissance Learning Products

### PURPOSE

Renaissance Learning math products complement the WRPS math program and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Math (STAR) Enterprise** is the software package that includes the test that WRPS uses as a Math screener. It also assists teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

**Math Facts in a Flash (MFF)** software gives students valuable practice on their addition, subtraction, multiplication, and division facts. The goal is to achieve automaticity—the ability to recall math facts instantly, accurately, and effortlessly. Instruction, practice, and assessment play equally important roles in helping move students into math fact automaticity, which is an essential element of the CCSSM.

**Accelerated Math (AM)** provides students with individualized assignments in the classroom and as an intervention tool. Feedback is immediately generated for students when assignments are scored. Work is correlated to specific CCSSM objectives. Data on both whole group and individual averages are immediately available to teachers.

### PRODUCT COORDINATION

Students in Grades 1-5 take the STAR Math test as the district math screener. The district schedules three Screener Windows throughout the year--fall, winter, and spring. AM is used as a differentiation resource in the classroom and as an intervention tool in classrooms K-5. Teachers and interventionists will use the suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM and will continue using MFF and AM throughout the year based on student progress.

Research studies and additional information regarding [AM](#), [MFE](#), and [STAR](#) Math Enterprise can be found in the **Resources** tab under each product on our hosted Renaissance Place website or through the above links.

## PROCEDURES

### STAR Math Screener

STAR Math testing will be conducted with fidelity 3 times a year to screen elementary students in grades 1-5.

- Suggested best practice is to have the classroom teacher and interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically the current password can be accessed from the [Preferences](#) tab or by checking with your Math Interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate

### STAR Reports

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.

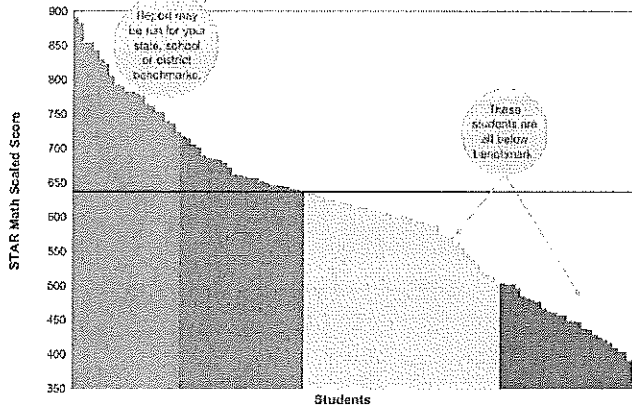
### Screening Report for <State>

Printed Friday, September 14, 2012 1:43:25 PM

School: Oakwood Elementary School

Reporting Period: 9/10/2012 - 9/14/2012  
(Fall Screening)

#### Grade: 4



Categories / Levels	Current Benchmark*	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Advanced	At/Above 722 SS	21	19%	At/Above 772 SS
Proficient	At/Above 637 SS	24	22%	At/Above 709 SS
<b>Category Total</b>		<b>45</b>	<b>41%</b>	
<b>Less Than Proficient</b>				
Basic	Below 637 SS	38	35%	Below 709 SS
Below Basic	Below 505 SS	27	25%	Below 596 SS
<b>Category Total</b>		<b>65</b>	<b>59%</b>	
<b>Students Tested</b>		<b>110</b>		

### Growth Report

Printed Monday, January 23, 2012 2:37:17 PM

School: Oakwood Elementary School

STAR Fall window: 9/10/2011 - 9/15/2012  
STAR Winter window: 12/15/2011 - 2/15/2012

Report Details  
Reporting Parameters Group: All Demographics (District)  
Group By: Teacher

Plan the  
Growth Report  
at the school  
level

School: Oakwood Elementary School

Teacher	Class	Total Students Included	Grade	Test date	Median SGP Fall-Win	Averages			
						SG	GE	PI	NCE
Boyd, Mark	Grade 3 (Boyd)	18	3	Proficient	37	493	2.8	34	41.3
				Fluent		544	3.1	40	44.7
				Change		+51	+0.3	+6	+3.4
Elli, Anna	Grade 3 (Elli)	18	3	Proficient	58	543	3.1	56	53.2
				Fluent		585	3.5	59	54.6
				Change		42	+0.4	+3	+1.6
Lee, Susan	Mrs. Fox's Class	15	4	Proficient	73	676	3.7	37	43.0
				Fluent		868	4.9	56	54.5
				Change		192	+1.2	+19	+13.5
Luhar, Karen	Grade 4 (Luhar)	19	4	Proficient	48	628	4.3	49	49.5
				Fluent		674	5.0	58	61.6
				Change		46	+0.7	+9	+12.1
Morgan, Deb	Grade 5 (Morgan)	21	5	Proficient	50	581	3.7	23	34.4
				Fluent		863	4.8	37	43.0
				Change		282	+1.1	+12	+7.6
Roux, Brian	Grade 5 (Roux)	22	5	Proficient	71	659	4.7	44	48.8
				Fluent		745	5.3	75	64.2
				Change		86	+1.6	+21	+17.4



# Instructional Planning Report for Jasmine Major

Printed Wednesday, September 7, 2011 9:42:34 AM

Step 2:  
Run the  
Instructional  
Planning Report  
for a student.

School: Pine Hill Middle School  
Class: 6th Hour Math

Teacher: Mrs. T. Williams  
Grade: 7

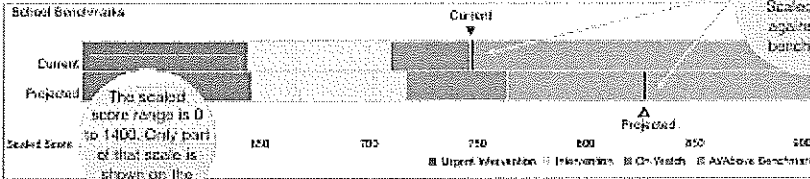
Share this  
report with  
parents and  
students.

## STAR Math Enterprise Test Results

Current SS (Scaled Score): 741 Test Date: 09/02/2011  
Algebra Readiness: Jasmine has not yet met the end of year algebra readiness grade level expectations for grade 7.  
Projected SS for 09/10/11: 821 Based on research, 50% of students at this student's level will achieve this mark.

Graph shows  
Jasmine's current  
and projected  
Scaled Score  
against state  
benchmarks.

## Jasmine's Current Performance



The scaled  
score range is 0  
to 1400. Only part  
of that scale is  
shown on the  
graph.

## Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress<sup>SM</sup> learning progression for math to find additional information for each skill, worked examples, and example problems.

### Numbers and Operations

This score suggests Jasmine has an understanding of how to divide with decimals; convert between decimals, fractions, and percents; and solve problems involving percents and ratios. Based on this score, Jasmine should practice operations with integers and solving problems involving percents, ratios, and proportions.

### Skills to Learn

- Determine a percent of a whole number using less than 100%.
- Determine a percent of a whole number using more than 100%.
- Determine the percent of a whole number is of another whole number, with a result.
- Determine a whole number given a part and a percentage less than 100%.
- WP: Determine a percent of a whole number using less than 100%.

Find more  
information using  
Core Progress  
for math.

- The fall report should be shared at parent-teacher conferences. These reports may further be shared with parents as determined by building procedures.





# Parent Report for Delia Alvarez

Printed Monday, September 17, 2012 9:12:15 AM

School: Mayfield Elementary  
Teacher: Mr. J. Wilson  
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Below Average	Average 50	Above Average	NCE
301	43	28-50				40.5

This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

### National Norm Scores

#### Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 50.

I will be using these STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 18.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

## PROCEDURES

### Math Facts in a Flash

#### Classroom Use

It is an expectation that WRPS students practice their math facts. Math Facts in a Flash (MFF) is a tool that may be used by classroom teachers throughout the year to help students practice math facts. Other math fact practice resources may also be used to promote fact fluency. MFF practice should include frequent sessions not to exceed 10 minutes in length.

The following grade-level benchmarks have been established. Starting with the 2014-2015 school year, all students in Grades 1-5 must be *assessed* by the end of 3rd quarter *using* Math Facts in a Flash.

#### **Grade Level Benchmarks**

Grade 1-Review: Addition 0 to 5	in 2 minutes or less
Grade 2-Addition Review 2	in 2 minutes or less
Grade 3-Review +, -	in 2 minutes or less
Grade 4-Review +, -, x	in 2 minutes or less
Grade 5-Review +, -, x, /	in 2 minutes or less

Students who meet the 2-minute benchmarks should continue to strive for a time of 60 seconds or less, as 2 minutes is the MINIMUM benchmark. These goals are based on achieving automaticity (“instantly, accurately and effortlessly”), beyond knowledge and understanding of facts. For example, 3rd graders will practice and learn strategies for multiplication and division, but they are *not* expected to achieve *automaticity* by the end of 3rd grade. Students should continue to challenge their time goals with these benchmarks PRIOR to moving on to the next grade level benchmark.

In MFF, the teacher can individualize response options (multiple choice or free response) for students. Additional supports available in the software include practice sheets and flashcards in a variety of formats.

Teachers should review the **MFF Assignment Book** to monitor levels mastered and the number of practices/tests a student is taking for each level.

**Home Connect** allows students to practice math facts at home, once they have completed one MFF activity at school. Interventionists will print and send the parent information letter home with students in the fall. Directions for reprinting the Home Connect letter that includes individual student login information can be found here.

#### Intervention Use

When MFF is used as part of an *intervention*, students will practice Math Facts for 10-15 minutes a day. This includes guided and individual practice either on the computers or mobile devices (iPads, Responders) when available.

## PROCEDURES

### Accelerated Math

#### Classroom Use

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement. In the regular education classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom.

Directions and videos can be found on the [Renaissance.com website](http://Renaissance.com).

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of [Extended Response Libraries](#) is encouraged for higher level math tasks.

#### **AM Assignment Types**

**Exercises** are useful for introducing AM as a follow-up to instruction and/or when the student struggles with topics. For exercise assignments, the average percent correct should be at least 80%.

**Practices** include problems from previously-mastered and new material from the appropriate CC Library. Students demonstrate mastery on a practice by correctly answering 5 out of 6 questions per objective.

**Diagnostic Tests** can be used as a pre-test, a follow-up to instruction, or as a formative assessment.

**Tests** are summative and must be completed in school. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have an individual pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignment results with their teachers. All incorrect problems should be corrected and reteaching should take place if a student is struggling in understanding the objective prior to a new assignment being generated.

#### Intervention Use

After a screening window closes, identified students will be placed into intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The math interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

**Diagnostic Test** → Direct, Guided Instruction/Reteach → **Practice Assignment** → **Test** → Review

#### Process for Students Placed in Intervention

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked "O")
2. A student who gets 4 out of 5 correct per skill (RLI calls this "mastered") will move forward to the next critical objective.
3. A student who gets less than 4 correct out of 5 demonstrates a weakness which calls for direct, guided instruction.
4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.

5. Once instruction has occurred, a **Practice** Assignment should be generated for individual student practice.
6. If student demonstrates mastery on the **Practice** Assignment, then a **Test** would be generated to verify the skill has been learned.

Teachers should review **AM Diagnostic Reports** weekly to identify at-risk students and intervene when necessary.

### **Additional Help**

If you need help with any of these products, **please contact your Math Interventionist** or computer cadre. Interventionists should contact the Math Coordinator or Instructional Software Support for technical assistance.

#### **Math Interventionists**

Brenda Krings (MD)	brenda.krings@wrps.net	715-424-6777 x2357
Jen Rehberg (HW)	jennifer.rehberg@wrps.net	715-424-6772 x2248
Lisa Sullivan (WD-WA)	lisa.sullivan@wrps.net	715-424-6793 x2872 (WD ) 715-424-6788 x2732 (WA)
Jacque Weinhold (GV)	jacque.weinhold@wrps.net	715-424-6769 x2112
Hilary Schneeberg (GT-TA-VCA)	hilary.schneeberg@wrps.net	715-424-6766 x2027 (GT) 715-424-6784 x2512 (TA)

#### **Computer Cadre**

##### **Math Coordinator**

Bill Fehrenbach	bill.fehrenbach@wrps.net	715-424-6721 x1059
-----------------	--------------------------	--------------------

##### **WRPS Instructional Software Support**

Jean Westover	jean.westover@wrps.net	715-424-6700 x1037
---------------	------------------------	--------------------

## 2014-2015 WRPS Secondary Math Guidelines for Renaissance Learning Products

### PURPOSE

Renaissance Learning math products complement our current math series and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Math Enterprise (STAR)** is the software package that includes the test that WRPS uses as a Math screener. It also assists intervention teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

**Accelerated Math (AM)** provides students with individualized assignments and is used as an intervention tool. AM may also be used as a classroom tool in the appropriate settings. Feedback is immediately generated for students when assignments are scored. Work is correlated to specific CCSSM objectives. Data on both whole group and individual averages are immediately available to intervention teachers.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

### PRODUCT COORDINATION

Students in Grades 6-12 take the STAR Math test as the district math screener. The district schedules three Screener Windows throughout the year--fall, winter, and spring. AM is used as a differentiation tool in the intervention classroom 6th -12th. Interventionists will use the suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM as an intervention tool and will continue using AM throughout the year based on student progress.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the **Resources** tab under each product on our hosted Renaissance Place website.

## PROCEDURES

### STAR Math Screener

STAR Math testing will be conducted with fidelity 2 or 3 times a year within the scheduled windows to screen secondary students in grades 6-12 in their math classes, excepting seniors in upper level courses (screened in winter) and seniors not taking math (not screened). Students in upper-level math courses at LHS who have been screened the previous spring are not screened again in the fall.

- Suggested best practice is to have the classroom teacher and the interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically. The current password can be accessed from the **Preference Tab** in your teacher account or by checking with your math interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate.

### STAR Reports

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.



School: West Middle School  
Class: Learning Center

Teacher: M. Barkley  
Grade: 6

**Report Options**

Use Trend Score: Use trend score for student's suggested skills

**STAR Math Enterprise Test Results**

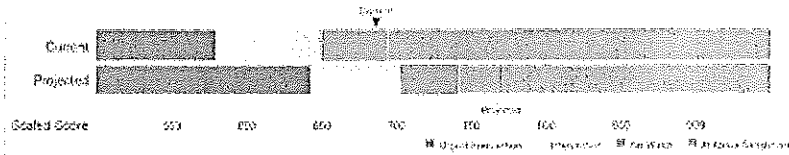
Current SS (Scaled Score): 656 Test Date: 08/20/2013

Algebra Readiness: Julia is not yet meeting grade level expectations for algebra readiness.

Projected SS for 07/31/14: 770 Based on research, 50% of students at this student's level will achieve this much growth

**Julia's Current Performance**

School Benchmark



**Suggested Skills**

Julia's STAR Math scaled scores suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

**K-8**

**Operations and Algebraic Thinking**

This score suggests Julia understands factors and multiples of whole numbers to 100. Based on this score, Julia should practice translating and evaluating numerical expressions.

- 1 Use grouping symbols in a numerical expression
- 2 Evaluate an expression containing grouping symbols
- 3 Translate a verbal expression into a numerical expression
- 4 Interpret a numerical expression
- 5 Generate two numerical patterns using two given rules
- 6 Identify relationships between corresponding terms in two different numerical patterns

**Number and Operations in Base Ten**

This score suggests Julia understands place value of whole numbers within 1,000,000. Based on this score, Julia should practice multiplying and dividing two 2-digit whole numbers using various strategies. Julia should continue to practice multiplication and division facts until automaticity is achieved.

- 1 Multiply two 2-digit whole numbers using strategies based on place value and the properties of operations

- The screener results should be shared with students and with parents when they request.





# Parent Report for Delia Alvarez

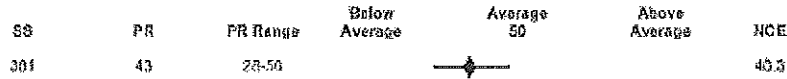
Printed Monday, September 17, 2012 @ 12:15 AM

School: Mayfield Elementary  
Teacher: Mr. J. Wilson  
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

## Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.



This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits. However, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

### National Norm Scores

#### Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that if in a student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 58.

Use the using those STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 18.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

## PROCEDURES

### Accelerated Math

#### Classroom Use

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement.

In the classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom. Directions and videos can be found on the [Renaissance.com website](http://Renaissance.com).

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of Extended Response Libraries is encouraged for higher level math tasks.

#### **AM Assignment Types**

**Exercises** are useful for introducing AM as a follow-up to instruction and/or when the student struggles with topics. For exercise assignments, the average percent correct should be at least 80%.

**Practices** include problems from previously-mastered and new material from the appropriate CC Library. Students demonstrate mastery on a practice by correctly answering 5 out of 6 questions per objective.

**Diagnostic Tests** can be used as a pre-test, a follow-up to instruction, or as a formative assessment.

**Tests** are summative and must be completed in school. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have an individual pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignment results with their teachers. All incorrect problems should be corrected and reteaching should take place if a student is struggling in understanding the objective prior to a new assignment being generated.

#### Intervention

After a screening window closes, identified students will be placed into intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The math interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

**Diagnostic Test** → Direct, Guided Instruction/Reteach → **Practice Assignment** → **Test** → Review

#### Process for Students Placed in Intervention

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked "O")
2. A student who gets 4 out of 5 correct per skill (RLI calls this "mastered") will move forward to the next critical objective.
3. A student who gets less than 4 correct out of 5 demonstrates a weakness which

calls for direct, guided instruction.

4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.

5. Once instruction has occurred, a **Practice** Assignment should be generated for individual student practice.

6. If student demonstrates mastery on the **Practice** Assignment, then a **Test** would be generated to verify the skill has been learned.

### **Additional Help**

If you need help on any of these products, please contact your Math Interventionist. Interventionists should contact the Math Coordinator or Instructional Software Support for technical assistance.

#### **Math Interventionists**

Candance Bubolz (WRAMS)	candance.bubolz@wrps.net	715-424-6740 x3436
Dave Joosten (WRAMS)	dave.joosten@wrps.net	715-424-6740 x3438
Traci Pronga (EJH)	traci.pronga@wrps.net	715-424-6730 x3319
Anne Barber (LHS)	anne.barber@wrps.net	715-424-6750 x4143

#### **Math Coordinator**

Bill Fehrenbach	bill.fehrenbach@wrps.net	715-424-6721 x1059
-----------------	--------------------------	--------------------

#### **WRPS Instructional Software Support**

Jean Westover	jean.westover@wrps.net	715-424-6715 x1037
---------------	------------------------	--------------------

## 2014-2015 WRPS Secondary Math Guidelines for Renaissance Learning Products

### PURPOSE

Renaissance Learning math products complement our current math series and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Math Enterprise (STAR)** is the software package that includes the test that WRPS uses as a Math screener. It also assists intervention teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

**Accelerated Math (AM)** provides students with individualized assignments and is used as an intervention tool. AM may also be used as a classroom tool in the appropriate settings. Feedback is immediately generated for students when assignments are scored. Work is correlated to specific CCSSM objectives. Data on both whole group and individual averages are immediately available to intervention teachers.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

### PRODUCT COORDINATION

Students in Grades 6-12 will take STAR Math as the district screener. The district schedules three Screener Windows throughout the year--fall, winter, and spring. AM is used as a differentiation tool in the intervention classroom 6th -12th. Interventionists will use the suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM as an intervention tool and will continue using AM throughout the year based on student progress.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the **Resources** tab under each product on our hosted Renaissance Place website.

## PROCEDURES

### STAR Math Screener

STAR Math testing will be conducted with fidelity 2 or 3 times a year within the scheduled windows to screen secondary students in grades 6-12 in their math classes, excepting seniors in upper level courses (screened in winter) and seniors not taking math (not screened). Students in upper-level math courses at LHS who have been screened the previous spring are not screened again in the fall.

- Suggested best practice is to have the classroom teacher and the interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically. The current password can be accessed from the **Preference Tab** in your teacher account or by checking with your math interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate.

### STAR Reports

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.

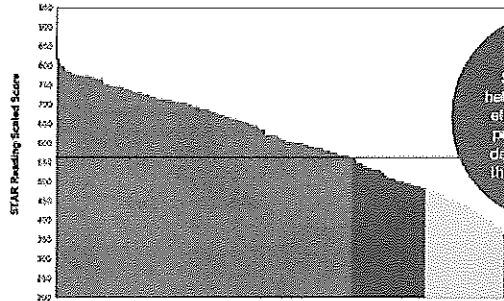
**Screening Report  
District Benchmark**

School: Lake View School

Printed: Tuesday, May 15, 2012 8:31:25 AM

Reporting Period: 4/21/2012-5/15/2012  
(Spring Screening)

**Grade: 5**



The Spring Screening Report helps you evaluate the effectiveness of your programs and make data-based plans for the next school year.

Categories / Levels	Scaled Score	Percentile Rank	Number	Percent
<b>All Above Benchmark</b>				
BE All Above Benchmark Category Total	Above 563 SS	Above 40 PR	137	65%
<b>Below Benchmark</b>				
EW On Watch	Below 563 SS	Below 40 PR	34	16%
IN Intervention	Below 483 SS	Below 25 PR	36	17%
UJ Urgent Intervention	Below 362 SS	Below 10 PR	4	2%
<b>Students Tested</b>			<b>211</b>	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? How do you consider the level of scores that indicates proficiency? Which students just above proficiency are you "worried about" and what support within or beyond core instruction is required? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

**Growth Report**

Printed: Friday, January 17, 2014 3:37:17 PM

School: Oakwood Elementary School

SGP Fall Window  
SGP Winter Window

**Report Options**

Reporting Parameter Group: All Demographics [Default]  
Group By: Teacher

**School: Oakwood Elementary School**

Teacher	Class	Total Students Included	Grade	Test date	Median SGP Fall-Win	Averages			
						SS	GE	PR	NCE
Boyd, Mark	Grade 3 (Boyd)	18	3	Pretest		493	2.6	34	41.3
				Posttest		544	3.1	40	44.7
				Change	37	+51	+0.5	+6	+3.4
Ettis, Anne	Grade 3 (Ettis)	18	3	Pretest		543	3.1	50	53.2
				Posttest		585	3.5	59	54.8
				Change	36	+42	+0.4	+9	+1.6
Fox, Susan	Mrs. Fox's Class	15	4	Pretest		575	3.7	37	43.0
				Posttest		668	4.8	60	58.5
				Change	73	+93	+1.2	+23	+15.5
Lafner, Kellen	Grade 4 (Lafner)	19	4	Pretest		635	4.3	49	49.5
				Posttest		674	5.0	60	63.8
				Change	46	+49	+0.7	+19	+14.3
Marquette, Dee	Grade 5 (Marquette)	21	5	Pretest		601	3.7	23	34.4
				Posttest		663	4.8	37	43.0
				Change	51	+62	+1.1	+12	+7.6
Ross, Brian	Grade 5 Ross	22	5	Pretest		659	4.7	44	46.0
				Posttest		745	6.3	75	64.2
				Change	71	+86	+1.6	+31	+17.4

Printed Wednesday, August 21, 2013 11:58:02 AM

School: West Middle School  
Class: Learning Center

Teacher: M. Barkley  
Grade: 6

**Report Options**

Use Trend Score: Use trend score for student's suggested skills

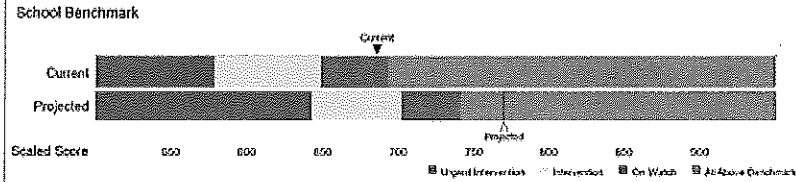
**STAR Math Enterprise Test Results**

Current SS (Scaled Score): 686 Test Date: 08/20/2013

Algebra Readiness: Julia is not yet meeting grade level expectations for algebra readiness.

Projected SS for 07/31/14: 770 Based on research, 60% of students at this student's level will achieve this much growth

**Julia's Current Performance**



**Suggested Skills**

Julia's STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

K-8	
6.3	<p><b>Operations and Algebraic Thinking</b></p> <p>This score suggests Julia understands factors and multiples of whole numbers to 100. Based on this score, Julia should practice translating and evaluating numerical expressions.</p> <ul style="list-style-type: none"> <li>6 Use grouping symbols in a numerical expression</li> <li>6 » Evaluate an expression containing grouping symbols</li> <li>5 Translate a verbal expression into a numerical expression</li> <li>6 Interpret a numerical expression</li> <li>5 Generate two numerical patterns using two given rules</li> <li>6 Identify relationships between corresponding terms in two different numerical patterns</li> </ul> <p><b>Number and Operations in Base Ten</b></p> <p>This score suggests Julia understands place value of whole numbers within 1,000,000. Based on this score, Julia should practice multiplying and dividing two 2-digit whole numbers using various strategies. Julia should continue to practice multiplication and division facts until automaticity is achieved.</p> <ul style="list-style-type: none"> <li>4 » Multiply two 2-digit whole numbers using strategies based on place value and the properties of operations</li> </ul>

- The screener results should be shared with students and with parents when they request.



# Parent Report for Delia Alvarez

Printed Monday, September 17, 2012 9:12:15 AM

School: Mayfield Elementary  
Teacher: Mr. J. Wilson  
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Below Average	Average 50	Above Average	NCE
301	43	28-50				403

This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

### National Norm Scores

#### Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 50.

I will be using these STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 10.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.



## **PROCEDURES**

### **Accelerated Math**

#### **Classroom Use**

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement.

In the classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom. Directions and videos can be found on the [Renaissance.com website](http://Renaissance.com).

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of [Extended Response Libraries](#) is encouraged for higher level math tasks.

#### **AM Assignment Types**

**Exercises** are useful for introducing AM as a follow-up to instruction and/or when the student struggles with topics. For exercise assignments, the average percent correct should be at least 80%.

**Practices** include problems from previously-mastered and new material from the appropriate CC Library. Students demonstrate mastery on a practice by correctly answering 5 out of 6 questions per objective.

**Diagnostic Tests** can be used as a pre-test, a follow-up to instruction, or as a formative assessment.

**Tests** are summative and must be completed in school. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have an individual pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignment results with their teachers. All incorrect problems should be corrected and reteaching should take place if a student is struggling in understanding the objective prior to a new assignment being generated.

#### **Intervention**

After a screening window closes, identified students will be placed into intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The math interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

**Diagnostic Test** → Direct, Guided Instruction/Reteach → **Practice** Assignment → **Test** → Review

#### **Process for Students Placed in Intervention**

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked "O")
2. A student who gets 4 out of 5 correct per skill (RLI calls this "mastered") will move forward to the next critical objective.
3. A student who gets less than 4 correct out of 5 demonstrates a weakness which

calls for direct, guided instruction.

4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.

5. Once instruction has occurred, a **Practice** Assignment should be generated for individual student practice.

6. If student demonstrates mastery on the **Practice** Assignment, then a **Test** would be generated to verify the skill has been learned.

### **Additional Help**

If you need help on any of these products, please contact your Math Interventionist. Interventionists should contact the Math Coordinator or Instructional Software Support for technical assistance.

#### **Math Interventionists**

Candance Bubolz (WRAMS)	candance.bubolz@wrps.net	715-424-6740 x3436
Dave Joosten (WRAMS)	dave.joosten@wrps.net	715-424-6740 x3438
Traci Pronga (EJH)	traci.pronga@wrps.net	715-424-6730 x3319
Anne Barber (LHS)	anne.barber@wrps.net	715-424-6750 x4143

#### **Math Coordinator**

Bill Fehrenbach	bill.fehrenbach@wrps.net	715-424-6721 x1059
-----------------	--------------------------	--------------------

#### **WRPS Instructional Software Support**

Jean Westover	jean.westover@wrps.net	715-424-6715 x1037
---------------	------------------------	--------------------